



**On Site Review
District Study Guide Items
Explanation with Examples Substantiating
Implementation**

**Office of School Improvement
Field Services Unit**

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**OFFICE OF SCHOOL IMPROVEMENT
FIELD SERVICES UNIT**

**DISTRICT STUDY GUIDE ITEMS
Explanation with Examples Substantiating Implementation**

DISTRICT REQUIREMENTS:

I. High Academic Standards

- A. Belief statements and curriculum documents reflect the expectation that all students will master challenging content and complex problem solving skills. Actual content reflects these standards (e.g., copies of belief statements and curriculum).
- B. Written descriptions exist that explain the core content standards and articulate by grade level what students should know and be able to do (e.g., grade level scope and sequence, grade level exit outcomes, core curriculum). Refer to the Michigan Curriculum Framework grade level content expectations (GLCEs) for the core curriculum areas.
- C. District benchmarks are used to reflect student performance of the content standards and the GLCEs (e.g., grade level exit tests, scoring rubrics).
- D. Evidence exists that the district has a process to communicate core content standards and the GLCEs effectively to all staff (e.g., written procedures that define the district's process, agenda/minutes of meetings where standards have been communicated).

II. Highly Qualified Teachers/Paraprofessionals

- A. The new requirements of *No Child Left Behind* will apply to all teachers of core academic subjects. The district must have a plan in place, which outlines how teachers who do not meet requirements as highly qualified will be assisted to meet those requirements by June 30, 2006. The plan must ensure that teachers of the core academic subjects of English, reading or language arts, mathematics, science, foreign language, civics and government, economics, arts, history and geography are highly qualified by June 30, 2006 (e.g., a copy of the plan). Note: The requirements in this section do not apply to private school teachers.
- B. The new paraprofessional requirements apply to all instructional paraprofessionals working in a Title I program or to all instructional paraprofessionals working in a schoolwide program.

In Michigan, a paraprofessional may meet this requirement by one of the following:

Completion of two years of study in an institution of higher education
Obtain an Associate Degree or
Demonstrate knowledge in reading, writing and mathematics by completion of one of two tests:
The Michigan Teacher's Test of Basic Skills or
The Work Keys Tests of Reading, Mathematics and Writing
(e.g., a copy of plan, record of progress in meeting requirements)
The district must have a plan in place, which outlines how paraprofessionals who do not meet requirements will be assisted to meet the requirements by January 8, 2006 however guidance has extended this to June 30, 2006.

- C. The district plan includes the process for meeting the requirements for highly qualified teachers and qualified paraprofessionals. The district sets aside a minimum of 5% of the district's Title I allocation, unless less is needed, to assist the district in meeting the requirement (e.g., copy of plan, set aside worksheet, log of process in meeting requirements).

III. Professional Development

- A. The professional development plan is designed through a process that encourages the collaboration of the stakeholders. The plan must support the school improvement efforts. Professional development is ongoing and sustained. One-day workshops not related to sustained efforts are not allowed (e.g., copy of the plan, list of participants in plan development).
- B. District professional development is based on a comprehensive needs assessment. The plan outlines the process that focuses on key initiatives. The professional development to support school improvement efforts is reviewed (e.g., plan, needs assessment survey).

IV. School(s) Identified for Improvement

- A. Respond as appropriate for the district. Are any Title I schools identified for improvement?
- B. A notification letter was sent to parents informing them that their child's school was identified for improvement (e.g., copy of letter).
- C. A notification letter has been sent to inform all parents of transfer options for students (e.g., copy of the letter).

- D. If the building was identified for improvement for a second year, a notification letter was sent to low income parents informing them of the supplemental services option (e.g., copy of the letter).
- E. *No Child Left Behind* requires that a district with schools identified for improvement set aside funds to provide the transfer option. The transfer option is available to *all* students in a Title I building identified for improvement. A minimum of an amount equal to 5% of the Title I allocation must be available for transportation if parents request the transfer option. If one or more schools are in the second year of being identified for improvement then supplemental services must be provided. Priority for these services is given to low-income, low-achieving students. To provide supplemental services, an amount equal to 5% of the Title I allocation must be set aside for this purpose. If more parents request supplemental services than the district set-aside can fund, then priority for supplemental services must be given to low-income, low-achieving students. An additional amount equal to 10% of the Title I allocation must be set aside to provide either transportation or supplemental services or both.
- F. The school identified for improvement must develop a two-year school improvement plan that incorporates NCLB criteria, within 30 days of the identification. The district must develop a peer review process and review and approve the building plan within 45 days of its receipt (e.g., copy of peer review process).
- G. The school identified for improvement must develop a two-year school improvement plan. The plan must be developed and reviewed no later than 3 months after being identified. The plan must include strategies based on scientific research that will strengthen the core academic subjects. Strategies that are adopted must have the greatest likelihood of success for all students. No less than 10% of the funds must be spent on providing teachers and principals high-quality professional development that directly addresses the academic achievement problem that caused the school to be identified, that meets requirements for activities to ensure teachers are highly qualified and in a manner that increases opportunity for participation in the professional development. All elements of the plan will be used to remove the school from improvement status. The plan will specify annual measurable objectives for continuous progress, and will describe how written notification to the parents about the identification will be done, including strategies to increase parent involvement, incorporate opportunities for extended day or extended year and a teacher monitoring program.
- H. The district approves the plan in the 45-day timeframe using a peer review process (e.g., copy of plan).

- I. The district works with the building staff on a regular basis to implement each component of the plan. Periodic evaluation of progress and revisions to the plan be on ongoing.

V. Parent Involvement

- A. A copy of the written local board policy on parental involvement, which reflects the requirements of *No Child Left Behind*, is in place and being implemented (e.g., copy of policy, implementation status to be determined during the On Site Review process). Refer to elements of participation of Title I parents as stated in Section 1118 of *No Child Left Behind*.
- B. Parents are involved annually in review of the district parent involvement policy. Parental input may be obtained through a survey or a meeting designed to obtain information on involvement. The plan is revised as required to ensure that parental involvement is achieved.
- C. A letter is sent at the beginning of each school year notifying parents of their right to request information regarding the professional qualification of the student's classroom teacher(s) and, where appropriate, the paraprofessional working with their student (e.g., a copy of the letter).
- D. If the child is taught by a teacher who is not highly qualified for four or more consecutive weeks, parents must be notified (e.g., a copy of the letter).
- E. If the Title I allocation to the district is more than \$500,000 the district must set aside 1% of the allocation. The 1% must be spent to build capacity of parents to support the child's education. Parents must have the opportunity to be involved in the planning activities and to evaluate the effectiveness of the activities (e.g., list of capacity, building activities, agenda, minutes, surveys).
- F. The district is required to set aside funds for parent involvement. If 1% of the allocation is required as described in Letter E above, then 95% of that set aside must be distributed to the Title I schools for building level parent involvement (e.g., Copy of written plan of how district will distribute 95% to the building). If district hires a parent coordinator through the central office, include in the plan documentation of how services will be provided to each eligible building.
- G. If the district has limited English Proficient students and provides a program for the students, the district must inform parents in a language understandable to the parents, of the services available. The district also communicates to the parents their right to decline the services (e.g., copy of letter).

VI. Homeless Provision

- A. Each district must identify the person as the district liaison responsible for the McKinney Vento Homeless Act. This person coordinates services in the district for identified homeless students.
- B. Title I funds must be identified to service homeless students. The funds must be available for each homeless student in the district and must be in place in the building the student attends even if this building is not providing Title I services to the students (e.g., log of service). Note: Federal funds may not be used for transportation of homeless students to their home school.
 - * (See McKinney-Vento Guidance Question H-3
<http://www.ed.gov/programs/homeless/guidance.pdf>)

VII. Publicly Disseminated Annual Report Card

- A. There is a copy of the Annual Report Card with aggregate MEAP data. The data is organized and separated by proficiency level (e.g., aggregate MEAP data is reported in English language arts, mathematics, science and social studies by percent in each of the four categories: Exceeds Standards, Meets Standards, Basic and Apprentice).
- B. There is a copy of the district report to staff, parents and community members. The report includes the disaggregated MEAP student achievement data based on at least six required categories: gender, migrant, limited English proficiency, race/ethnicity, students with disabilities and socioeconomic status. Not required if the subgroup consists of 29 students or less.
- C. The district must publish the percentage of students not tested and the percentage must be disaggregated by the six categories: gender, migrant, limited English proficiency, race/ethnicity, students with disabilities and socioeconomic status. Not required if the subgroup consists of 29 students or less.
- D. The district includes in its report to staff, parents and community members comparison student achievement data. The data compares the MEAP student achievement data to the state's measurable objectives (i.e., target goals) for English language arts and mathematics. The comparison data is also disaggregated by limited English proficiency, race/ethnicity, students with disability and socioeconomic status. Not required if the subgroup consists of 29 students or less.

- E. The district reports the MEAP trend data for the most recent two years. The trend data indicates achievement by all subjects and grade level tested on the MEAP.
- F. The district reports aggregate attendance data for all students.
- G. The district reports the percentage of students who graduated from high school with a diploma in the standard number of years (e.g., four years for a 9-12 high school, three years for a 10-12 high school).
- H. The district publishes the AYP results and the number and names of schools identified for improvement.
- I. The district publishes the data on the qualification of teachers. The data must include the percentage of emergency and provisional certificates. The district must disaggregate the data on the number of highly qualified teachers related to the poverty concentration of each school in the district.

VIII. Private Schools

- A. An annual notification letter inviting the private schools to participate in services available to their students/teachers (e.g., copy of the letter) is available for verification.
- B. Evidence exists to show representation of private schools in program planning and evaluation (e.g., meeting minutes, response to letters or invitation to participate). Private school officials participate in discussion about: How childrens' needs will be identified. What services will be offered and how and where services will be provided. How services will be assessed.
- C. Evidence is on file of ongoing communication between the district and the private schools (e.g., copies of letters, meeting minutes).
- D. Evidence exists that a needs assessment in language arts, mathematics, science, and social studies is the basis for services to students in private schools (e.g., record of assessment and results). The private school students' needs determine what services are provided.